

RHODE ISLAND MODEL

**BUILDING ADMINISTRATOR
EVALUATION & SUPPORT
SYSTEM**

EDITION II, MODULE 1 TRAINING PACKET



Rhode Island Model for Personnel Evaluating Building Administrators

Module I Training Packet

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SECTION 1: Building Administrator Model

Professional Practice: Close Analysis of Domain 2

DOMAIN 2: TEACHING AND LEARNING	
Component	Performance level distinctions notes
2a	
2b	
2c	

Connect and Plan:

1. Will these performance level distinctions impact how you collect evidence? If so, how?

Sample Educator Site Visit Notes (and professional foundations running record)

Date of Visits: 10/2/2012, 11/26/2012

Building Administrator Professional Practice Domain 1: Mission, Vision and Goals

1a: Establishes and maintains a school mission, vision and goals that set clear and measureable high expectations for all students, educators, and stakeholders.

Formative Score

- A banner with the school mission statement is hanging in the foyer. "To ensure that all students develop the necessary skills to think critically, communicate effectively, and act responsibly in order to attain their highest potential."
- The principal communicated the mission statement was revised at the end of last year with input from faculty and parents. The faculty defined their vision and goals for students, developed three mission statements based on them and sent out a survey to parents.
- Visited 4 classrooms:
 - Students were working in a variety of configurations including whole class, small group and with partners. Fourth grade students were completing a science experiment that focused on inquiry and were preparing to present their findings to the class. The principal reports that the teachers have shifted their methods to be more focused on having students think critically and communicate effectively, essential skills to their success.
- Four teachers were asked about the school mission statement. Three teachers were able to speak in detail about the reasons it was chosen.
- The principal provided a copy of the School Improvement Plan which had been recently modified. He also provided copies of the agendas from the last three meetings. The principal stated that after the group analyzed the NECAP scores there were concerns about math and gaps in subgroups. Teachers are now meeting with the math coach bi-weekly during Common Planning Time (CPT) for support. The math coach also models lessons in the classroom for teachers. Teachers report that the principal regularly attends CPT meetings.

Priority Feedback:

1b: Continuously improves the school through effective planning and prioritizing, managing change, using research, and best practices, monitoring progress, and allocating resources.

Formative Score

- The principal explained the data wall located in the conference room and described in detail how it is

being used to guide instruction.

- Data wall includes all students in school (K-4)
 - Patterns and comparisons were made against grade level peers
 - K → R-4 (orange)
 - 1 → 5-16 (yellow)
 - 2 → 17-22 (pink)
 - 3 → 23-25 (green)
 - 4 → 26-30 (light yellow)
- The principal showed me an analysis of NECAP results that his teachers had done and discussed ways to address gaps in instruction. He also explained how each grade level team has looked at their results and analyzed them in order to address the individual needs of their students.
- The principal stated that after the group analyzed the NECAP scores there were concerns about math and gaps in subgroups. Teachers are now meeting with the math coach bi-weekly during CPT for support. The math coach also models lessons in the classroom for teachers. Teachers report that the principal regularly attends CPT meetings.
- The principal implemented monthly data meetings with each grade level. He attends each meeting to help with planning.

Priority Feedback:

Building Administrator Professional Practice Domain 2: Teaching and Learning

2a: Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction.

Formative Score

3

- Principal attended a 2nd grade meeting. The reading teacher was also in attendance. Teachers were analyzing the reading data wall based on the newest assessment. Interventions were being discussed for struggling students and the regrouping of students based on the new assessment data. The reading teacher was discussing possible scheduling options to provide in-classroom support.
- When the principal returned to his office he made notes on resources he could provide to the kindergarten teacher.
- Once a month each teacher has time to go observe another teacher in the building. The principal arranges coverage so that teachers are able to observe and debrief with another teacher around best practice.
- The building schedule was designed so all grade level teachers have common planning time.
- Once a month the principal hosts a voluntary professional development workshop based on teachers' needs.

Priority Feedback:

2b: Ensures the implementation of effective research-based instructional practices aligned with Rhode Island and national standards.

Formative Score

3

- Classroom visit notes:
 - Students were working in a variety of configurations including whole class, small group and with partners. Fourth grade students were completing a science experiment that focused on inquiry and were preparing to present their findings to the class. The principal reports that the teachers have shifted their methods to be more focused on having students think critically and communicate effectively, essential skills to their success.
 - The two 1st grade teachers were both using workshop model. Teachers presented a mini-lesson on addition. The students then moved into stations. The teachers worked with one group of students on the communicative property while the three other groups were working on independent assignments that were differentiated by student need.
 - Two Kindergarten students were working in pairs to match numbers and objects. Some students were working on comparing numbers to determine which number was the largest.
- When the principal returned to his office he made notes on resources he could provide the kindergarten teacher.
- The math coach has been instrumental in helping teachers to implement workshop model and to differentiate instruction based on student need.
- The principal has been a frequent visitor to the class of a struggling teacher and has made specific and actionable recommendations to the teacher. The principal has also provided resources for the teacher. No formal observations have taken place yet this year but the principal tells the teacher that there will be an observation next week. The meeting lasts for 45 minutes. There is another meeting set to review progress.
- The 2nd grade teachers have presented to the staff on how they are revising their lessons to implement the Common Core.

Priority Feedback:

2c: Implements appropriate school strategies and practices for assessment, evaluation, performance management and accountability to monitor progress toward the mission, vision and goals.

Formative Score

2

- The principal notes that although they have starting focusing on analyzing data throughout the school, some teachers are still struggling with how to use the data to support students' needs.
- Principal attended a 2nd grade meeting. The reading teacher was also in attendance. Teachers were analyzing the reading data wall based on the newest assessment. Interventions were being discussed for struggling students and the regrouping of students based on the new assessment data. The reading

teacher was discussing possible scheduling options to provide in classroom support.

- Data wall includes all students in school (K-4).

Priority Feedback:

Building Administrator Professional Practice Domain 3: Organizational Systems

3a: Addresses real and potential challenges to the physical and emotional safety and security of the school community.

Formative Score

- Traffic flow is smooth and orderly. The traffic pattern was changed last year due to safety concerns. The principal worked with the police and highway departments to design and implement a new plan.
- Students remain in lines in the hallway and stay to the right side of the hallway. Rituals, routines and procedures are established and students are responding. Rules for appropriate behavior are posted throughout the school in common areas and most classrooms.
- 8:30 students line up and enter the building, teachers greet students.
- Principal is standing in the hallway greeting students by name as they enter the building.
- Hands a PBIS ticket to a student who is on time today. Principal tells the student how proud he is that the student is at school on time and to keep up the good work.
- Principal also greets parents with a good morning.
- Students said good morning as the principal entered the room in all classrooms.
- Principal reports that they have called 5 parents to date about students with attendance issues. His policy is to call after 5 or more absences or tardies to check in with parents. This school has one of the highest attendance rates in the district.
- Principal interacted with several students in several classrooms, asking questions- "How did you get that answer?" "Tell me about what you are working on?"
- On multiple occasions classes passed in the hall following the procedure of walking quietly and staying to the right as outlined in the school rules. Principal handed the teachers a PBIS class ticket.
- One student was running down the hall and the principal stopped him and asked, "Is that safe?" The student responded, "No." "Then what should you do?" asked the principal. "Walk" replied the student.
- During the visit a parent came into school upset demanding to see the principal. The principal was called to the office and met with the parent. The parent was concerned with an incident with a teacher and her child. The principal assured the parent he would investigate the incident and call her by the end of the day.
- Principal went to the cafeteria for lunch. Walked around and interacted with students. Two students were caught throwing food. Principal removed them from their table. Students were written up and the principal stated he would be calling home after lunch.
- The meeting began and ended on time and teachers adhered to the norms. Teachers interacted in a respectful manner and while there was disagreement during some of the discussion, it remained on a

professional level. Almost all teachers actively participated in the group discussion.

Priority Feedback:

3b: Establishes and infrastructure for personnel hiring and retention that supports the improvement of teaching and learning.

Formative Score

Need More Information

- All positions were filled at the beginning of the year.
- There are 3 new teachers in the building being supported by both Induction Coaches and a building mentor.
- (Need more evidence to give an accurate rating)

Priority Feedback:

3c: Employs and improves and evaluation and support system that drives staff and student growth.

Formative Score

- Six teachers were asked about their evaluation process – two of the six had “Beginning of the Year Conferences” to date and none had been observed (as of November 26th).
- Principal conducted a meeting with a teacher and their union rep to discuss the ongoing Performance Improvement Plan for the teacher that was written at the end of last year. The principal and the teacher feel that progress is being made and classroom management has improved this year with the systems that have been put in place and the support of both the principal and a mentor teacher. The principal has been a frequent visitor to the class and has made specific and actionable recommendations to the teacher. The principal has also provided resources for the teacher. No formal observations have taken place yet this year but the principal tells the teacher that there will be an observation next week. The meeting lasts for 45 minutes. There is another meeting set to review progress.
- While with them I asked about observations being conducted to date. Two teachers had an observation. One teacher had received feedback and some resources to go along with the feedback. The other teacher has been waiting 7 days for feedback. The teachers were also still waiting for approval of their SLOs.
- Principal stated he hadn’t had many conferences yet because he had not approved all SLOs (as of November 26th).
- Principal has not finished his SLOs (As of November 26th).
- While with them I asked about observations being conducted to date. Two teachers had an observation. One teacher had received feedback and some resources to go along with the feedback. The other teacher has been waiting 7 days for feedback. The teachers were also still waiting for approval of their SLOs.

Priority Feedback:

3d: Establishes an infrastructure for finance that operates in support of improving learning and teaching.

Formative Score

- In speaking with the third grade teachers, they showed me some new math manipulatives they had received. The three classrooms did not have them and needed them to implement their new curriculum. The principal was able to purchase the materials using money from a fundraiser. The teachers communicated that materials were often purchased in this manner when cut from the budget.
- Yearly audit showed that the school account was accurate and up to date. Policies and procedures were in place to track spending.
- Principal submitted his budget on time and provided a rationale to the Superintendent for funding decisions.

Priority Feedback:

Building Administrator Professional Practice Domain 4: Community

4a: Partners with families and community members to develop and evaluate programs and services and staff outreach to improve student learning.

Formative Score

- Third grade teachers were meeting to plan for a family math night. Every grade at the school takes the initiative to plan a family academic night during the year. The teachers said that the events are well attended and were created in response to a survey sent out to parents. They also invite community partners to the event to provide information to parents. They had confirmed three community agencies would attend to provide information for families. Two of the school committee members had also volunteered to help at the event.
- Principal sat in on a bi-monthly parent group hosted by the school social worker. The group focuses on a particular topic each month. This month the focus was on social-emotional development. Eleven parents attended the discussion which is sponsored by the PTA. The school also brings in outside agencies to present on a variety of topics.

Priority Feedback:

4b: Responds and reacts to the community's needs by providing the best possible resources to students, families, and the surrounding community.

Formative Score

- Third grade teachers were meeting to plan for a family math night. Every grade at the school takes the initiative to plan a family academic night during the year. The teachers said that the events are well attended and were created in response to a survey sent out to parents. They also invite community partners to the event to provide information to parents. They had confirmed three community agencies would attend to provide information for families. Two of the school committee members had also volunteered to help at the event.
- The principal communicated that the mission statement was revised at the end of last year with input from the faculty and parents. The faculty defined their vision and goals for their students, developed three mission statements based on them and sent out a survey to parents.
- The school building is used nightly by a variety of community organizations including youth sports programs and adult education classes.
- The school has a partnership with a local business. Many of the employees come in and work with students individually. The CEO serves on the SIT Team at the school.
- The school social worker routinely works with outside agencies to provide services to students and families who need them.
- Once a month the school hosts a workshop for parents and the community on a variety of topics of interest.
- The school partners with a local food pantry to collect food six times a year. Some of the food is then distributed to families in the school.

Priority Feedback:

Building Administrator Professional Foundations Domain 1: School Responsibilities and Communication

PF1: Understands and participates in school/district-based initiatives and activities.

Formative Score

3

- Principal attends monthly administrative meetings and actively participates.
- He presented on aligning lessons to CCSS to principals' group.
- He is chair of the District Evaluation Committee.
- Principal meets monthly with other elementary principals to share resources and best practice.

Priority Feedback:

PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress.

Formative Scores

- Principal requires all teachers to submit reading and math assessment data on a regular basis.
- He meets with each grade level team every other week to discuss student progress.
- Principal has up-to-date files with all IEPs, 504s and PLPs.
- A monthly newsletter is sent home to parents.
- Teachers send a Friday folder home that contains student work and other important documents.

Priority Feedback:

PF3: Acts on the belief that all students can learn and advocates for students' best interests.

Formative Score

2

- The Molar Express visits the school to provide dental services to students who need it.
- Social worker and principal meet weekly to discuss issues with students or families.
- A fundraiser was held at the school to help a family with medical expenses.
- A struggling student came to the office to show the principal how well she had done on a test. The principal gave her a high five and stated, "I knew you could do it. I am so proud of you!". He also gave her a PBIS ticket.
- The principal sits in on weekly Multidisciplinary team meetings. The other members report that he continuously advocates for students' best interests with parents and other member of the team.

Priority Feedback:

PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone- including other educators, students, parents, and other community members- in all actions and interactions.

Formative Score

- Staff reports that the principal is accessible and easy to approach with concerns.
- The principal greeted all staff members by name when passing in the hallway.
- A parent came into the school upset about an issue and the principal was able to deescalate the situation and solve the problem.
- Parents report feeling welcome in the school.

Priority Feedback:

PF5: Acts ethically and with integrity while following all school, districts and state policies.

Formative Score

2

- Principal is aware of what goes on with his students and their families and regularly checks in with the District School Resource Officer.
- All required fire drills have been completed to date.
- NECAP testing was completed according to policies in place.
- Principal calls central office as needed for policy guidance.

Priority Feedback:

PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning.

Formative Score

- Principal has submitted a Professional Growth Goal focusing on CCSS and attended several professional development opportunities outside the required district meetings.
- The principal is pursuing a doctorate in educational leadership.
- He meets monthly with other elementary principals to share resources and best practice.
- The principal asked teachers and parents to complete an end of year survey about the school and leadership. The principal analyzed the results which were positive overall and has implemented some new leadership strategies to address areas of concern.

Priority Feedback:

Student Learning Objectives Scenarios

SLO DOES NOT NEED REVISION

- ### **SLO NEEDS REVISION**

- 13

Scenario 3: Ms. Ober has been teaching 6th grade mathematics for eight years. At the beginning of the year, when first drafting her SLOs, she reviewed the end-of-year performance of last year's 6th grade class. But when she began teaching this year, she found that many of her students did not have the foundational mathematical skills that her students had in the past. After examining student's performance on September tasks she tried to set SLO targets accordingly. However, by November it became apparent to her that students' gaps were wider than she initially thought and she needed to do quite a bit more remediation in order to get students prepared to access the 6th grade material. She reports that 75% of students are on track to meet their goals and would like to adjust her targets to account for her students' lack of foundational knowledge and the re-teaching she has had to do.

SLO DOES NOT NEED REVISION

1. What are reasons for not revising the SLO?
2. What options might exist for supports throughout the remainder of the year?

SLO NEEDS REVISION

1. What are the reasons for revising the SLO?
2. What feedback might you provide for how to revise the SLO?
3. What options might exist for supports throughout the remainder of the year?

Scenario 4: Mr. Palazola set his SLOs in October but needed knee surgery and had to take medical leave for the months of November and December. Before he left he created clear lesson plans, with materials and assessments for the permanent substitute teacher and met with him to discuss the students and the upcoming units. When he returned in January he was disappointed to find his students far behind where they should have been. It is clear to him that the substitute did not adhere to the plans and pacing. He feels he will not be able to meet the targets he initially set now and has requested to adjust them.

SLO DOES NOT NEED REVISION

1. What are reasons for not revising the SLO?
2. What options might exist for supports throughout the remainder of the year?

SLO NEEDS REVISION

1. What are the reasons for revising the SLO?
2. What feedback might you provide for how to revise the SLO?
3. What options might exist for supports throughout the remainder of the year?

Scenario 5: Mr. Washington has created an SLO for his three sections of 8th grade ELA. He thought out the targets carefully but when you meet with him at the mid-year conference he is discouraged by the fact that only 69% of students are on track to meet the targets based on the midterm. When asked to explain, he shows his class attendance records, which indicate that 16 of his 66 students (24%) miss school approximately once per week, and 4 students (6%) miss class approximately twice per week. All but three of the students who failed the midterm fall into one of these groups of frequently absent students. He expresses his belief that he would be able to get most students to meet the learning objective if he had more time with them.

SLO DOES NOT NEED REVISION

1. What are reasons for not revising the SLO?
2. What options might exist for supports throughout the remainder of the year?

SLO NEEDS REVISION

1. What are the reasons for revising the SLO?
2. What feedback might you provide for how to revise the SLO?
3. What options might exist for supports throughout the remainder of the year?

Mock Mid-Year Conference Scenario: Ms. Williams taught 9th grade honors classes for 7 years and has just started teaching 6th grade this year for the first time. She created her SLO about writing arguments after analyzing literary and informational text at the beginning of the school year and set targets after administering baseline assessment tasks. However, as the year continued she realized that students had significant reading comprehension gaps. She has focused on developing their comprehension and believes the SLO should be rewritten to reflect this as the Objective Statement.

SLO DOES NOT NEED REVISION

1. What are reasons for not revising the SLO?
2. What options might exist for supports throughout the remainder of the year?

SLO NEEDS REVISION

1. What are the reasons for revising the SLO?
2. What feedback might you provide for how to revise the SLO?
3. What options might exist for supports throughout the remainder of the year?

Building Administrator Mid-Year Conference

User Information

Name: Building Administrator

Building: None

Grade: None

Submitted/Initiated By: Evaluator

Saved By: N/A

Finalized By: N/A

Title:

Department: None

Evaluation Type: Building Administrator (Principal)

Date Completed: Incomplete

Date Acknowledged: Unacknowledged

Evaluation Cycle: 07/01/2012 - 06/30/2013

Date of Conference:

12/14/2012

Student Learning Objectives

Use the original Student Learning Objective descriptions to discuss each objective. If revisions to objectives are necessary based on evidence presented at the conference, make those revisions on the relevant Student Learning Objective form(s) and make sure the set is re-submitted for approval.

Student Learning Objective Descriptions

[Reading Comprehension](#)

[Math Problem-Solving](#)

Student Learning Objective Artifacts

Name	Type	Category	Rubric Alignment	Component Alignment	Date Uploaded
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Mid-Year Student Learning
Objective Revisions:

No revisions needed

Building Administrator Professional Practice

Domain 1: Mission, Vision, and Goals

1a: Establishes and maintains a school mission, vision, and goals that set clear and measureable high expectations for all students, educators, and stakeholders. (07/01/2012 - 06/30/2013)

NONE

1a Formative Score:

3

1a Priority Feedback:

1b: Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources. (07/01/2012 - 06/30/2013)

NONE

1b Formative Score:

3

1b Priority Feedback:

Domain 2: Teaching and Learning

2a: Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction. (07/01/2012 - 06/30/2013)

NONE

2a Formative Score:

3

2a Priority Feedback

2b: Ensures the implementation of effective research-based instructional practices aligned with Rhode Island and national standards. (07/01/2012 - 06/30/2013)

NONE

2b Formative Score:

3

2b Priority Feedback

2c: Implements appropriate school strategies and practices for assessment, evaluation, performance management, and accountability to monitor progress toward the mission, vision, and goals. (07/01/2012 - 06/30/2013)

NONE

2c Formative Score:

2

2c Priority Feedback

Domain 3: Organizational Systems

3a: Addresses real and potential challenges to the physical and emotional safety and security of the school community. (07/01/2012 - 06/30/2013)

NONE

3a Formative Score:

4

3a Priority Feedback

3b: Establishes an infrastructure for personnel hiring and retention that supports the improvement of teaching and learning. (07/01/2012 - 06/30/2013)

NONE

3b Formative Score:

2

3b Priority Feedback

3c: Employs and improves an evaluation and support system that drives staff and student growth. (07/01/2012 - 06/30/2013)

NONE

3c Formative Score:

2

3c Priority Feedback

3d: Establishes an infrastructure for finance that operates in support of improving learning and teaching. (07/01/2012 - 06/30/2013)

NONE

3d Formative Score:

3

3d Priority Feedback

Domain 4: Community

4a: Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. (07/01/2012 - 06/30/2013)

NONE

4a Formative Score:

3

4a Priority Feedback

4b: Responds and reacts to the community’s needs by providing the best possible resources to students, families and the surrounding community. (07/01/2012 - 06/30/2013)

NONE

4b Formative Score:

4

4b Priority Feedback

Artifacts - Building Administrator Professional Practice

Name	Type	Category	Rubric Alignment	Component Alignment	Date Uploaded
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Based on all available evidence to date, prioritize Professional Practice feedback to the building administrator.

Professional Practice - Summary of Priority Feedback:

Building Administrator Professional Foundations

Domain 1: School Responsibilities and Communication

PF1: Understands and participates in school/district-based initiatives and activities. (07/01/2012 - 06/30/2013)

NONE

PF1 Formative Score:

3

PF1 Priority Feedback:

PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress. (07/01/2012 - 06/30/2013)

NONE

PF2 Formative Score:

2

PF2 Priority Feedback:

Domain 2: Professionalism

PF3: Acts on the belief that all students can learn and advocates for students' best interests. (07/01/2012 - 06/30/2013)

NONE

PF3 Formative Score:

2

PF3 Priority Feedback:

PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions. (07/01/2012 - 06/30/2013)

NONE

PF4 Formative Score:

2

PF4 Priority Feedback:

PF5: Acts ethically and with integrity while following all school, districts and state policies. (07/01/2012 - 06/30/2013)

NONE

PF5 Formative Score:

2

PF5 Priority Feedback:

PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning. (07/01/2012 - 06/30/2013)

NONE

PF6 Formative Score:

3

PF6 Priority Feedback:

Artifacts - Building Administrator Professional Foundations

Name	Type	Category	Rubric Alignment	Component Alignment	Date Uploaded
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Based on all available evidence to date, prioritize Professional Foundations feedback to the building administrator.

Professional Foundations - Summary of Priority Feedback:

Additional Information

Additional Comments:

Professional Growth Plan Reviewed:

- ☒ Yes
- ☐ No

Building Administrator Acknowledgement

(To be completed by the building administrator)

I have read this form and have had an opportunity to comment. Clicking the ACKNOWLEDGE button is equivalent to an electronic signature. My signature does not signify agreement or disagreement.

SECTION 3: Implementation of the Evaluation System

Component 3c Establishing Next Steps

Establishing Next Steps:

1. What are the data collection implications of this component?
2. Is there anything that you may do differently this year based upon this component? If so, what?
3. Are there any decisions that you could make to further support the local implementation of the teacher model? If so, what?